

**FRAMEWORK FOR
TENNESSEE COMPREHENSIVE
SYSTEMWIDE PLANNING PROCESS
(TCSPP)**

GUIDE

July, 2005

**Tennessee Department of Education
Commissioner Lana C. Seivers**

TDOE MISSION :
HELPING TEACHERS TEACH AND CHILDREN LEARN

GOAL 1 – Action Plan Development						
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)						
Goal	The mean NCE on the TCAP Reading Vocabulary Score for 2005-06 will increase by a minimum of 2 points over the mean NCE Reading Vocabulary Score of 35 in 2004-05.					
Which need(s) does this Goal address?	(Taken from identified needs in Component 3 and the Reflective Matrix.)					
How is this Goal linked to the system's Five-Year Plan?	Improved Student Performance					
ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, and should be scientifically based where possible.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Steps (Strategies, Intervention, or Scientific Based Research)	All teachers will use a variety of strategies to assist K-5 students' understanding vocabulary	August 2005 & ongoing through school year	Classroom Teacher (Ms. Doe; Mr. Smith; Ms. Jones; Ms. Brown; Ms. White; Mr. John)	\$500 for copies and materials	BEP; Title I; Community Library Donation	Work Samples posted in halls; Samples shared at team meetings; Walkabouts conducted – announced late Fall 04, unannounced Winter 05
Action Steps (Strategies, Intervention, or Scientific Based Research)	Professional Development on Content Standards	One PD in Aug 05 w/ follow up quarterly at Staff Dev Days	Elem. Supervisor (Ms. Smith) / Clerical Staff (Ms. Pat) / Cafeteria Staff	\$250 for lunch & snacks; \$500 materials (notebooks, incentives & blueprints for learning)	Title I	Pre and Post Surveys on standards; Lesson Plan checked for inclusion of standards
Action Steps (Strategies, Intervention, or Scientific Based Research)	Professional Development on Content Reading & Effective Strategies for all grade levels	One Day in Aug 05 w/ follow up day in Feb 06; discuss regularly in team meetings	Administrators to schedule Facilitator (Dr. Morris; Ms. Maple; Ms. Hat)	Outside Facilitator \$3,000	BEP; Title I	Walk abouts to view planning and lesson inclusion; Evaluation instrument developed to gather feedback
Action Steps (Strategies, Intervention, or Scientific Based Research)	Team Level Meetings via Shared Planning Time led by experienced and effective teacher	At least one 45 min period per week beginning in Aug 05 thru May 06	Grade Level Teachers (Ms. Doe; Mr. Smith; Ms. Jones; Ms. Brown; Ms. White; Mr. John); Team Leaders (Ms. Maple; Ms. Hat)	NA	Title I	Copy of Notes turned into principal & Observation of team meeting by principal (at least one per mo.)
Action Steps (Strategies, Intervention, or Scientific Based Research)	Each teacher will develop & use Best Practice notebook to organize strategies & tools shared thru PD activities & team mtgs.	Begin in Aug 05 and continue thru school year	Administrators (Dr. Morris; Ms. Maple; Ms. Hat); clerical (Ms. Pat); team leaders (Ms. Maple; Ms. Hat)	\$500 materials	Title I	Team leader monitors development & use of notebook; log of activities used by teacher kept in notebook

TCSPP TEMPLATE 5.1

GOAL 1 - Action Plan Development

Section A - Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Umbrella Goals-Up to five per systems

Which need(s) does this Goal address?

SMART goals-Specific, Measureable, Achievable, Realistic, with a Timeline attached.

How is this Goal linked to the system's Five-Year Plan?

ACTION STEPS**IMPLEMENTATION PLAN**

Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, and should be scientifically based where possible.

Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline

Person(s)
ResponsibleProjected Cost(s) /
Required Resources

Funding Sources

Evaluation
StrategyAction Steps (Strategies, Intervention,
or Scientific Based Research)

Add Action steps incorporating technology for each goal, if applicable

Action Steps (Strategies, Intervention,
or Scientific Based Research)Action Steps (Strategies, Intervention,
or Scientific Based Research)**IMPLEMENTATION PLAN**

Section C - Define the steps/strategies found in the following four plans used to support Comprehensive Systemwide Action Plan (if applicable).

Professional Development Plan
(Steps or Strategies) to Support Action
Plan (as applicable)Parent and Community Member
Involvement Plan (Steps or Strategies)
to Support Action Plan (as applicable)Technology Plan (Steps or Strategies)
to Support Action Plan (as applicable)Communication Plan (Steps or
Strategies) to Support Action Plan (as
applicable)***List steps or strategies to achieve goal and Action steps through Technology***

TCSPP TEMPLATE 5.1

GOAL 2 - Action Plan Development

Section A - Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system's Five-Year Plan?

ACTION STEPS

Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, and should be scientifically based where possible.

Action Steps (Strategies, Intervention, or Scientific Based Research)

Action Steps (Strategies, Intervention, or Scientific Based Research)

Action Steps (Strategies, Intervention, or Scientific Based Research)

IMPLEMENTATION PLAN

Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline

Person(s)
Responsible

Projected Cost(s) /
Required Resources

Funding Sources

Evaluation
Strategy

IMPLEMENTATION PLAN

Section C - Define the steps/strategies found in the following four plans used to support Comprehensive Systemwide Action Plan (if applicable).

Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable)

Parent and Community Member Involvement Plan (Steps or Strategies) to Support Action Plan (as applicable)

Technology Plan (Steps or Strategies) to Support Action Plan (as applicable)

Communication Plan (Steps or Strategies) to Support Action Plan (as applicable)

TCSPP TEMPLATE 5.1

GOAL 3 - Action Plan Development

Section A - Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	
Which need(s) does this Goal address?	
How is this Goal linked to the system's Five-Year Plan?	

ACTION STEPS

IMPLEMENTATION PLAN

Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, and should be scientifically based where possible.

Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Steps (Strategies, Intervention, or Scientific Based Research)						
Action Steps (Strategies, Intervention, or Scientific Based Research)						
Action Steps (Strategies, Intervention, or Scientific Based Research)						

IMPLEMENTATION PLAN

Section C - Define the steps/strategies found in the following four plans used to support Comprehensive Systemwide Action Plan (if applicable).

Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable)
Parent and Community Member Involvement Plan (Steps or Strategies) to Support Action Plan (as applicable)
Technology Plan (Steps or Strategies) to Support Action Plan (as applicable)
Communication Plan (Steps or Strategies) to Support Action Plan (as applicable)

TCSPP TEMPLATE 5.1

GOAL 4 - Action Plan Development

Section A - Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system's Five-Year Plan?

ACTION STEPS

Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, and should be scientifically based where possible.

Action Steps (Strategies, Intervention, or Scientific Based Research)

Action Steps (Strategies, Intervention, or Scientific Based Research)

Action Steps (Strategies, Intervention, or Scientific Based Research)

IMPLEMENTATION PLAN

Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline

Person(s)
Responsible

Projected Cost(s) /
Required Resources

Funding Sources

Evaluation
Strategy

IMPLEMENTATION PLAN

Section C - Define the steps/strategies found in the following four plans used to support Comprehensive Systemwide Action Plan (if applicable).

Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable)

Parent and Community Member Involvement Plan (Steps or Strategies) to Support Action Plan (as applicable)

Technology Plan (Steps or Strategies) to Support Action Plan (as applicable)

Communication Plan (Steps or Strategies) to Support Action Plan (as applicable)

TCSPP TEMPLATE 5.1

GOAL 5 - Action Plan Development

Section A - Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system's Five-Year Plan?

ACTION STEPS

Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, and should be scientifically based where possible.

Action Steps (Strategies, Intervention, or Scientific Based Research)

Action Steps (Strategies, Intervention, or Scientific Based Research)

Action Steps (Strategies, Intervention, or Scientific Based Research)

IMPLEMENTATION PLAN

Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline

Person(s)
Responsible

Projected Cost(s) /
Required Resources

Funding Sources

Evaluation
Strategy

IMPLEMENTATION PLAN

Section C - Define the steps/strategies found in the following four plans used to support Comprehensive Systemwide Action Plan (if applicable).

Professional Development Plan
(Steps or Strategies) to Support Action
Plan (as applicable)

Parent and Community Member
Involvement Plan (Steps or Strategies)
to Support Action Plan (as applicable)

Technology Plan (Steps or Strategies)
to Support Action Plan (as applicable)

Communication Plan (Steps or
Strategies) to Support Action Plan (as
applicable)

Part III. TCSPP Compliance Matrix

The TCSPP Compliance Matrix should be used to ensure that all required areas have been addressed in the TCSPP where applicable. Answer each question in the appropriate column using the legend to indicate if the question has been addressed for each program area. In the large cell indicate where in the plan, or in other documentation, the information can be found. The "Systemwide" column should be marked to indicate that the question has been addressed on a systemwide level. Use the example below as a guide for completing the matrix. (When asked, "did you" describe, or include a description, the expectation is that a brief, concise, succinct paragraph was included in the plan or other system documentation.)

Example of Completed Matrix

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	+	NA	+	F S C A
	Component 1, page _____							
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
	Component 1, page _____							
Define your beliefs?	+	+	+	NA	+	NA	+	F S C A
	Component 2, Template 2.1							
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F S C E A
	Component 5, Goal 3, Action Step 2							
Identify academic and non-academic assessment measures?	+	+	+	+	+	NA	+	F S C E A
	Component 3, page _____							
Define data collection and analysis processes?	+	+	+	+	+	NA	+	F S C E A
	Components 1 & 3, pages _____ and _____							

(The cells identifying each program area are color coded and can be seen when viewing the document on screen or when printing in color. If the matrix is printed in black and white, the shading will appear in different tones of gray.)

TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPS did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that - a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?								
Include a description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)								F
Located on Template 5.1 (Goals) Action Plan #1-#5 <i>Used to be located on TPC-Goals and Strategies 1a</i>								
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)								F
Located on Template 5.1 (Goals) Action Plan #1-#5 <i>Used to be located :</i> <i>TPC #1-Goals and Strategies (d) and TPC #9 (CIPA Compliance)</i>								
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)								F
<i>Used to be located :</i> <i>TPC #3-Promotion of Curricula and Teaching Strategies (a and c)</i> <i>* state "strategies are in alignment with NETS (standards used as TN Instructional Technology Standards)" for TPC #3b</i> <i>* give specific timeline for effective technology integration into the daily curriculum (TPC #3d) or give info in Template 5.1</i>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)								F
<i>Used to be located :</i> TPC #4-Professional development * include frequency of PD offerings and give specific class names (Word, Powerpoint, Inspiration, etc.) that are offered to new personnel in system * Be certain to include training at "typical" times, as well as atypical offerings.								
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)								F
<i>Used to be located :</i> TPC #3-Promotion of Curricula and Teaching Strategies... (d) Also could use TPC #1c-Goals and Strategies if "informational technology"								
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)								F
<i>Used to be located :</i> TPC #1-Goals and Strategies (e)								
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)								F
<i>Used to be located :</i> TPC #7-Parental Involvement								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career- Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)								F
	<i>Used to be located :</i> <i>TPC #8-Collaboration with Adult Literacy Providers</i> <i>* include frequency of meetings and entities involved or proposed for inclusion</i>							
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)								F
	<i>Used to be located :</i> <i>TPC #6b-Evaluation and Accountability</i>							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112)								F S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and • making AYP for LEP students. (Title III, Sec 3116)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)								F
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)								F
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)								F
	<i>Used to be located :</i> <i>TPC #8-Collaboration with Adult Literacy Providers (community entities)</i> <i>TPC #5b-(coordination of tech activities)</i>							
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119)								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)								F
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112)								F
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB)								F
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB)								F
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)								F
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career- Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122)								F
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)								F
	<i>Used to be located : TPC #1b-Goals and Strategies; TPC #4-Professional Development</i>							
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPS did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)								F
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)								F
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)								F
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)								F
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)								F
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)								F
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)								F
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)								F
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)								T
	Used to be located : TPC #2-Telecommunications Assessment							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)								T
	<i>Used to be located : TPC #5 (a and c)-Technology types and costs (Hardware, software and services) Also will be found in the Consolidated Application Technology Budget with IID info</i>							
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)								T
	<i>Used to be located : TPC #6 (a)- Evaluation and Accountability</i>							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?								E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?								E
Describe the process for evaluating the work you have done?								E
Include an extended contracts employment summary?								E
Define your leadership team?								F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team - teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								F S C A
Define your subcommittees?								F S E A
Define significant system and common factors?								S A
Profile your system and community?								F S E A
Use a collaborative process to develop your program goals/objectives?								F S C E A T
Define your beliefs?								F S C A
Define your mission?								F S C E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your vision?								F S C E A
Identify academic and non-academic assessment measures?								F S C E A
Define data collection and analysis processes?								F S C E A
Include report card results?								F S C E A
Explain what you learned from all of the data?								F S C A
Prioritize your goals?								F S C E A T
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.)								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data?								S C A
Identify strengths and weaknesses based on the data?								F S C A
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?								C
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?								C
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?								C
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?								C
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPS did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of non-traditional students enrolled in a career-technical program?								C
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?								C
Describe the results derived from analyzing the state assessment by student subgroup?								F S C A
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?								F S E A
Analyze disaggregated high school graduation rates and define what was determined?								F S C A
Analyze disaggregated elementary/middle attendance rates and define what was determined?								F S A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define the current reality of student learning?								E A
Analyze faculty perception of your system?								S E A
Analyze parent perception of your system?								S E A
Analyze community perception of your system?								S E A
Analyze student perception of your system? (if applicable)								S E A
Identify your Component 3 priorities of need?								F S C A
Identify the strengths and weaknesses of your decision-making process?								S C E

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?								F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?								S C
Determine the needs of children with disabilities based on information from an appropriate evaluation?								S E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPS did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?								C
Define how you will assist career-technical students in mastering occupational skill competencies?								C
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?								S C
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?								S C
Determine how you will promote non-traditional enrollment in career-technical programs?								C
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how the system will provide additional educational assistance to low-achieving students?								S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?								S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?								S
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?								S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?								S
If applicable, describe the activities funded by the system which support preschool programs?								F S E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?								E

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)?								F S E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?								F S C A
Determine to what degree you meet SACS standards?								A
Determine to what degree the stakeholder perception matches your current reality?								S A
Identify your Component 4 priority of needs?								F S C A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S C A T

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your implementation plans?								S C E A
Address in your action plan the required clusters for your program area?								C
Based on data, determine how the system goals include and address continuous career-technical program improvement?								C
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)								S C
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?								C
Define what summative assessment will be used?								S A
Describe how you will evaluate the SIP process?								S A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								S C
Address in the action plan the evaluation process required for each question within each cluster area?								S C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C
Discuss the Review/Revision Process of your comprehensive systemwide plan?								F S
Define your plans for implementation and evaluation of your action plan?								F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma?								S C
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?								S
C. Improvement is made in the participation rate for children with IEPs in a regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards within the LEA? D. Improvement is made in the proficiency rate for children with IEPs against grade level standards and alternate achievement standards? E.								S
The number of schools identified by the LEA as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, and the LEA has documented the review and revision of their policies, procedures and practices?								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career- Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPS indicate that:								
The number and percent of children with IEPs ages 6 through 21: D. Removed from regular class less than 21% of the day E. Removed from regular class greater than 60% of the day F. Served in either public/private separate schools or in residential placements.								S
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings and home)?								S
The percentage of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication and early literacy); and demonstrate appropriate behaviors to meet their need?								S
Indicate the percentage of schools identified by the LEA as having significant disproportionate representation of racial and ethnic groups identified for special education and related services in which the review of policies, procedures and practices resulted in the need for revision to LEA policies, procedures and practices?								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who receive special education and related services by their third birthday?								S
The number and percentage of youth with disabilities age 16 and above with an IEP that includes appropriate, measurable post-secondary goals and transition services needed to meet goals?								S
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within two years of leaving high school as compared to nondisabled youth no longer in secondary school?								S
Percent of parents who report involvement in their child's program facilitated improved results.								S

As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach student achievement.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = **NA**

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